

# Children's Mental Health Services



## *A Parent's Guide*

Idaho Federation of Families for Children's Mental Health  
Department of Juvenile Corrections  
Department of Education  
Department of Health & Welfare

---

For information on children's mental health, visit the  
website at [www.idahosystemofcare.org](http://www.idahosystemofcare.org)

---

---

# Contents

## Children's Mental Health Services Act

Children's Mental Health Councils.....	1
System of Care.....	2

## Referrals

State Department of Education .....	3
Department of Health and Welfare.....	4
Idaho Juvenile Justice System.....	7
Idaho Federation of Families for Children's Mental Health.....	7

## Services/Rights and Responsibilities

State Department of Education .....	8
Department of Health and Welfare.....	11
Department of Juvenile Corrections.....	16
Idaho Federation of Families for Children's Mental Health.....	18
Services Available from the Federation.....	20

## Agency Contacts

State Department of Education .....	22
Department of Health and Welfare.....	22
Idaho Federation of Families for Children's Mental Health.....	24
Department of Juvenile Corrections.....	24
Sources for Additional Information.....	25

## Agency Maps

State Department of Education Public School Districts Map.....	26
Health and Welfare Regional Service Centers Map.....	27
Department of Juvenile Corrections Regional Map.....	28

---

---

## **CHILDREN'S MENTAL HEALTH SERVICES ACT**

### **Voluntary Access to Services**

On July 1, 1998, the Children's Mental Health Services Act (CMHSA) took effect. The Act states children with Serious Emotional Disturbance (SED) will be served without parents relinquishing custody. SED occurs when a child has a diagnosed mental disorder and impairment in their functioning. Under the CMHSA, "access to services for children with SED and their families shall be voluntary whenever informed consent can be obtained." It also states these services will be planned and implemented to maximize support of the family's ability to provide adequate safety and well-being for their child at home. Family involvement, participation in the child's treatment planning and implementation is vital to successful intervention for children with SED. This Act empowers families to determine their own needs and to make decisions and choices concerning services to meet those needs.

The Act charges the Department of Health and Welfare (DHW), the State Department of Education (SDE), the Department of Juvenile Corrections (DJC), counties, and local school districts to collaborate and cooperate in planning and developing comprehensive mental health services and individual treatment and service plans for children with SED. At the same time these agencies must make the best use of public and private resources to provide or obtain needed services and treatment.

---

## SYSTEM OF CARE

### What is a System of Care?

A system of care provides for an array of services for your child and family in order for your child to remain in your own home and community whenever possible. The core values of a system of care state that the services must be: <sup>1</sup>

- Child-centered, family focused, and family-driven;
- Community-based; and
- Culturally competent and responsive. In a System of Care, your child and family have specific rights and responsibilities.

### Further, the principles of a system of care provide for:

- Service coordination and case management;
- Prevention and early identification and interventions;
- Smooth transitions among agencies, providers, and to the adult system;
- Human rights protection and advocacy;
- Nondiscrimination in access to services;
- A comprehensive array of services;
- Individualized service planning;
- Services in the least restrictive environment (LRE);
- Family participation in ALL aspects of planning, service delivery, and evaluation; and

<sup>1</sup> Adapted from *Family guide to Systems of Care for Children with Mental Health needs*. (SAMHSA; 12/1998).

- 
- Integrated services with coordinated planning across the child-serving systems.

Become a strong advocate for your child and family by getting to know what your rights and responsibilities are as well as those of the agencies that are providing services to your child and family. Some of your rights and responsibilities are listed later in this booklet.

## **What is Wraparound?**

Wraparound is a planning process that brings together a team of caring professionals and citizens working together to support children and families affected by a SED. Members of the team represent public and private agencies, civic groups, and other community members. These caring citizens, chosen by the family, coordinate services and supports. Services and supports in a system of care focus on the strengths of the child and family, are provided in the local community, and are customized to fit the individual culture of the family.

## **REFERRALS**

### **State Department of Education**

A referral for a special education evaluation for a child suspected of having a disability may be made by anyone involved in the child's education, including the parent. Signed parental consent is required before any evaluations are conducted. The parent must be involved in decisions once a formal referral has been made.

The Individuals with Disabilities Education Act (IDEA) includes emotional disturbance in the definition of a disability. Children ages 3 to 21 evaluated as having an emotional disturbance and who, because of the disability, need special education and related services are eligible for services under the IDEA. School districts are required to ensure that a free, appropriate public education (FAPE) is available to students with a disability who reside in the district and are eligible for special education.

The State Department of Education defines emotional disturbance as a condition with one or more of these five behavioral or emotional characteristics:

- 
- Inability to learn that cannot be explained by intellectual, sensory or health factors;
  - Inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - Inappropriate types of feelings under normal circumstances;
  - General pervasive mood of unhappiness or depression; or
  - A tendency to develop physical symptoms or fears associated with personal or school problems.

These characteristics also must be:

- Observed for a long period of time (at least 6 months);
- Noted by more than one knowledgeable observer;
- Occurring in more than one setting; and
- At a level of frequency, duration and/or intensity that is significantly different from other children's behavior in similar circumstances.

The conditions must also adversely affect the child's educational performance to the extent that the child requires special education. The definition does not include students who are socially maladjusted unless it is determined they have an emotional disturbance. The definition does include students diagnosed with schizophrenia.

## **Department of Health and Welfare**

A child can be referred for mental health services by their parent, local school district, county probation officer, juvenile court, or DJC. Unless the child is an immediate risk to himself/herself or others and requires emergency services, all mental health services are voluntary and require an application or consent by the parent(s).

### **Crisis Response:**

DHW assists families where a child exhibits the following emergency

---

conditions (see pages 22-24 for information on how to contact DHW in case of emergency):

A. Psychotic symptoms (e.g. delusions, hallucination, disorganized thinking, etc.)

B. Risk of harm to self; life-threatening risk that if left unmet may result in physical harm or loss of life.

C. Risk of harm to others; life-threatening risk that if left unmet may result in physical harm or loss of life, and which is specifically related to psychosis.

An SED is not required for emergency condition, but is required for ongoing mental health services.

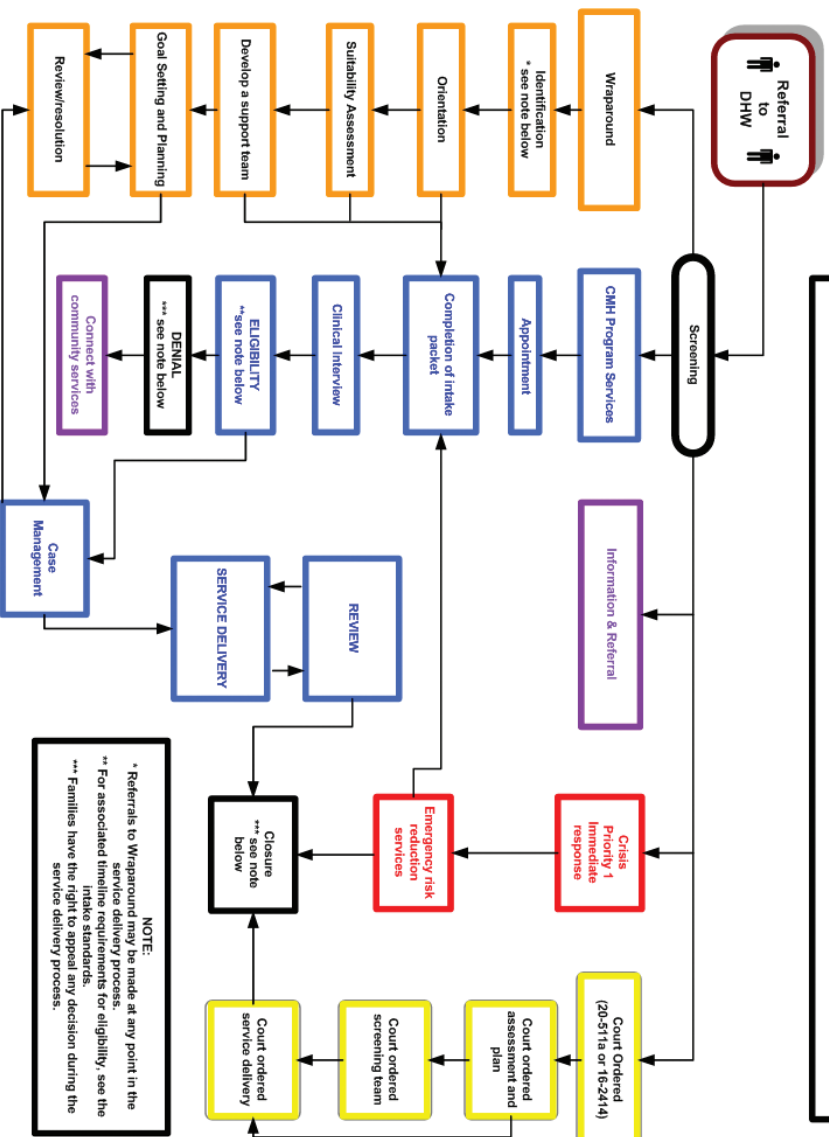
## **Assessments:**

An assessment is conducted by a DHW clinician to determine if a child meets the following criteria for SED:

- A diagnosis identified in the Diagnostic Statistical Manual of Mental Disorders (DSM-IV) and a functional impairment demonstrated through a Child and Adolescent Functional Assessment Scale (CAFAS). The CAFAS uses a full scale score (using all 8 sub-scales) of 80 or above with a “moderate” impairment in at least one of the following three scales: Self-Harmful Behavior, Moods/Emotions, and Thinking.



## DHW CMH SERVICES ACCESS MODEL



---

## **Idaho Juvenile Justice System**

The Juvenile Corrections Act provides the legal framework for responding to juveniles who commit law violations. The goals of the juvenile justice system are to hold juveniles accountable for the harm they have caused to victims and the community; help assure community safety; and provide opportunities for skill development. Community-based diversion programs provide a range of services to juveniles and their families as an alternative to formal court action. When the court does sentence a juvenile, typically he/she is placed on probation supervision under a set of conditions that may include making restitution to the victim, performing community service, and participating in community-based counseling and treatment programs. The court also may order the parents of the juvenile offender to comply with certain conditions such as participating in parenting classes.

The court may commit serious juvenile offenders to the custody of the DJC for an indeterminate period of time not to exceed the juvenile's nineteenth birthday. After being committed to the DJC, both the juvenile and his/her parents are provided with a written statement concerning their rights and responsibilities.

## **Idaho Federation of Families for Children's Mental Health**

The Idaho Federation of Families is a statewide organization that provides support, information and training for families who have youth with mental health needs.

A child and family can either self-refer or be referred to the Idaho Federation of Families by a friend, local school, DJC, DHW, State Department of Education, or any other community agency or organization.

There are no eligibility requirements or charges for services, and all calls and inquiries are treated in a confidential manner. The Idaho Federation of Families may request that you sign a release of information to help facilitate the exchange of information between the Federation, families and other agencies.

The goal of the Idaho Federation of Families is to help families of

---

children with mental, emotional, and behavioral disorders to access needed community-based services, provide education to families and professionals related to children's mental health, and to take a leadership role in the development of a system of care for children with SED and their families in Idaho.

## **SERVICES/RIGHTS AND RESPONSIBILITIES**

### **State Department of Education**

The State Department of Education, in partnership with Idaho school districts, is required to ensure that all children identified as having a disability according to the state criteria ages 3-21 receive a free, appropriate public education (FAPE). If a child is identified as having an emotional disturbance by the school, they are entitled to receive special education and related services at no cost to the parent. Special education is defined as specially designed instruction to meet the unique needs of a student.

This instruction can be provided in the classroom, home, hospitals, institutions, or other settings. Related services are defined as transportation and other developmental corrective and supportive services that a child needs in order to benefit from special education. Examples are speech language pathology, physical and occupational therapy, recreation, counseling, and orientation and mobility services. After a child is determined to be eligible for special education services, an Individualized Education Program (IEP) outlining the specific special education and related services must be developed.

The following is a partial list of the special education rights provided through the Individuals with Disabilities Education Act (IDEA).

#### **You have the right to:**

- Provide written consent before information assessments take place;
- Provide written consent before special education services are provided the first time;
- Provide written consent before information is disclosed to unauthorized persons;

- 
- To use an Individualized Family Service Plan (IFSP) instead of an IEP;
  - Refuse or withhold consent;
  - Revoke consent if the action has not already taken place;
  - Receive written notice in a reasonable time before the district initiates or changes the identification, evaluation, educational placement, or the provision of a FAPE for your child;
  - File a written objection if you disagree with an IEP change or placement change proposed by the district;
  - Participate in person or by other means as a member of the evaluation team to determine the need for assessments and determine eligibility for special education services;
  - Participate in person or by other means as a member of the IEP team to develop the IEP and determine the least restrictive environment (LRE) placement;
  - Be informed of the time, date, location, who is invited, and the purpose of IEP team meetings;
  - Bring someone with you to the meeting if you wish (advocate, friend, service coordinator);
  - Have an array of LRE placements available to meet the student's needs;
  - Receive a copy of the eligibility reports and IEP; and
  - Request mediation, file a complaint or request a due process hearing if you disagree with the identification, evaluation, placement or the provision of FAPE for your child.

### **Local school districts have the right to:**

- Suspend a student for not more than 10 consecutive school days. Special education services may cease during that time;

- Order additional short-term suspensions if they do not constitute a change of placement;
- Order a student's removal to an interim alternative educational setting for not more than 45 calendar days, if the student: possesses or carries a weapon to school or a school function; knowingly possesses or uses illicit drugs, or sells or solicits the sale of a controlled substance while at school or a school function. Special education services must be provided;
- Request an expedited hearing to place a student in an interim alternative educational setting for up to 45 calendar days if the district can demonstrate that maintaining the student in the current placement is substantially likely to result in injury to the student or others. Special education services must be provided;
- Seek to obtain a court order to remove a student from the current placement. Special education services must be provided during this time; and
- Expel the student for behavior that is not a manifestation of the disability. Special education services must be provided after 10 cumulative school days of removal in a school year.

**For a complete list of the special education rights, contact the local school district in which your child attends school.**

The State Department of Education is required to ensure that each educational program for students with disabilities meets the education standards for the state.

### **Local school districts are responsible for:**

- Providing preschool, elementary and secondary education that meets the education standards, regulations and administrative policies and procedures issued by the State Department of Education;
- Providing FAPE to eligible students who reside in the district, including students who reside in group, personal care or foster homes, as well as institutions if their parents are residents of Idaho;

- 
- Providing FAPE for children age 3 and through the semester in which the student turns age 21, or receives a regular high school diploma by completing requirements comparable to regular graduation requirements;
  - Providing FAPE if a student has been suspended or expelled from school for more than 10 days in a school year; and
  - Making available to students with disabilities the variety of educational programs and services available to all other students served by the district which may include art, music, industrial art, vocational education, etc.

## **Department of Health and Welfare Children's Mental Health**

A wide range of therapeutic, educational and social services is essential to address the needs of children with emotional and/or behavioral disorders and their families. Should your child's clinical needs be best served through the DHW, a continuum of services is available including:

- Assessment – The use of the clinical interview, psychometric tools as needed, community, and family as well as other pertinent information to address safety issues, family's/child's concerns, strengths, and resources to determine the child's mental health service needs.
- Case Management – A process for linking and coordinating segments of a service delivery system, within a single agency or involving several providers, to ensure the most comprehensive program for meeting an individual's need for care.
- Therapeutic Foster Care – A service that provides therapeutic intervention for children with mental health needs within the private homes of trained families. The approach combines the influence of family-based care with specialized behavioral interventions with clinical support that creates a therapeutic environment in the context of a family home and incorporates the biological family to the greatest extent possible.
- Crisis Response Service System – Crisis response services

---

are an individualized response to assure safety when a child is believed to be in imminent danger of causing life-threatening harm to self or someone else due to a severe emotional disturbance. Crisis services require access to services, 24 hours per day, 7 days per week to assess risk and place in alternate care, if necessary, to assure safety for the child. *(Each protocol will be in conformity with the established standards of the statewide task force)*

- Day Treatment – Programs in a school or other educational setting aimed primarily at emotional and behavioral interventions resulting in decreased psychiatric symptoms and increased level of functioning. It is a continuum of services that is the least inclusive to most inclusive up to full school hours. It may include services such as companions/tutors to receiving services in an off site school setting.
- Family Support Services – Assistance provided to families to manage the extra stresses that accompany caring for a child with mental health needs. The main goal of family support services is to strengthen adults in their roles as parents through the provision of resources for transportation, family preservation services, emergency assistance funds, training or education, etc.
- Inpatient Services – Services provided within the context of a psychiatric hospital setting. This level of care provides a high level of psychiatric and medical care and is utilized in times of potentially dangerous or high risk situations.
- Outpatient Treatment – The least restrictive component within the continuum of care. The child and/or family receive treatment and/or medication monitoring. These interventions are designed to decrease distress, psychological symptoms, and maladaptive behavior or to improve adaptive and pro-social functioning.
- Residential Treatment Centers – Children's group homes and treatment facilities that provide 24 hour care in a licensed highly structured setting delivering comprehensive therapeutic interventions.
- Respite Care Services – Respite services consist of time-limited family support services in which an alternate care provider

---

provides supervision and care for a child with mental health needs, either within the family home, residential or group home, or within a licensed foster home. Respite care can be provided both as planned and crisis service.

Following are two Medicaid-funded programs available for children with SED.

- Early Periodic Screening, Diagnosis and Treatment (EPSDT): EPSDT Service Coordination helps families with children who have special needs find and coordinate the services their children need, such as health, educational, early intervention, advocacy and social services. The child's primary health care provider or physician must identify the need for service coordination during the EPSDT screening. EPSDT Service coordination may be delivered by service coordinators employed by private agencies or by the Developmental Disabilities Program as part of Infant Toddler Services.
- Psychosocial Rehabilitative Services (PSR): Under PSR, services may include individual and group PSR provided in a variety of settings including school, home, and community. These services are designed to help children develop necessary skills and include crisis support, psychiatric assessment, and planning activities. While PSR was developed for Medicaid recipients, these services also are available to children who are eligible for DHW Children's Mental Health (CMH) services, but not eligible for Medicaid. For children who are not Medicaid-eligible, a parental share of costs

Following is a partial list of parental rights and responsibilities if your child is receiving services through CMH:

### **Parent's Rights:**

- Parents have the right to request and apply for CMH services for their child(ren);
- Parents have the right to request access to their child's file and be verbally given an explanation of their child's assessment and results of that assessment;



- 
- Parents have the right to be treated with respect and dignity;
  - Parents have the right to appeal any decision that is made in regard to the care of their children (please see appeal process documentation for further information);
  - Parents have the right to be included in planning their child's treatment as well as the right to sign the service plan;
  - Parents have the right to decline unwanted services that may be offered to them and/or their child;
  - Parents have the right to privacy and confidentiality regarding the information concerning their child specifically, as well as their family as a whole;
  - Parents have the right to refuse to sign a release of information for any agency to which they do not wish to provide information. They also have the right to refuse to sign a release of information for the Department to seek information in respect to their child;
  - Parents have the right to a full explanation of the services that are offered within the CMH program;
  - Parents have the right to receive both verbally and in writing the eligibility criteria for CMH services;
  - Parents have a right to be fully informed regarding treatment options and methods so they can make decisions regarding their child's treatment;
  - Parents have the right to request participation by DHW in partially or fully funding their child's treatment once they have applied and been accepted for services; and
  - Parents have the right to obtain services for their child without giving up legal custody of their child.

## **Parent's Responsibilities:**

- Parents are responsible to participate in payment for their child's

---

services;

- Parents are responsible to provide information regarding their children so that a complete assessment can be done on their behalf; and
- Parents are responsible to actively participate in the assessment, treatment planning, and treatment services for their child.

## **DHW Rights:**

- DHW has the right to end services if a family does not participate with the agreed upon service plan;
- DHW representatives have a right to be treated with dignity and respect; and
- DHW has the right to bill parents for services provided to their child.

## **DHW Responsibilities:**

- Identify and coordinate all available resources, formal and informal, public and private, so that the needs of families can be met and their strengths can be applied;
- Include participation of families with children with SED in all phases of planning, developing, implementing, and evaluating the programs that affect them;
- Be flexible so that families will have power to decide what services to use, how to use them, and how often to use them;
- Apply a family-centered approach in working with families;
- Respect a family's method of problem-solving and their preferred methods of communication;
- Be sensitive to families' social, economic, physical and other environments;
- Disseminate information so that eligible families will know of the

---

availability of services;

- Provide services in a manner to assist the child and his/her family in locating uninterrupted and consistently available services when the child reaches the age of majority and transitions to services for adults;
- Refrain from any discrimination on the basis of race, gender, religion, ethnicity, national origin, or disabling condition in the employment of individuals and in providing services;
- Notify parents of the appeal process if their child is denied services and communicate to families that they have the right to formally apply for services for their child;
- Notify parents they may be charged on a sliding fee scale for services provided;
- Notify parents of the eligibility criteria for CMH services; and
- Use public funds in an efficient manner.

**For a complete list of your rights and responsibilities, contact the DHW field office from which your child receives services.**

## **Department of Juvenile Corrections**

Following is a partial list of parental rights and responsibilities if your child is committed to DJC:

### **You have the right/responsibility:**

- For your child's education program to be in compliance with educational standards approved by the Idaho State Board of Education or an accrediting association recognized by the Idaho State Board of Education;
- To have your child assessed at a minimum once a year while in

---

DJC custody;

- To be given notice by the court of any hearing or proceeding involving your child;
- To be represented by counsel at court proceeding;
- To reimburse the county or state the cost for services rendered to your child;
- To assist your child in recognizing and accepting responsibility for his/her delinquent or other antisocial behavior;
- To fully cooperate with the assigned juvenile probation officer;
- To communicate regularly and openly with the probation officer regarding your child;
- To take advantage of the community resources identified by the probation officer;
- To comply with the court's order; and
- To pay court-ordered restitution.

### **DJC has the responsibility to:**

- Make all decisions regarding placement of juvenile offenders committed to the department and place juvenile offenders in the most appropriate program for supervision and treatment; and
- Provide assessment for all juvenile offenders committed to the department.

**For a complete list of parent rights and responsibilities, contact your child's probation officer or the Department of Juvenile Corrections.**

---

## **Idaho Federation of Families for Children's Mental Health**

### **What you need to know:**

- Discrimination in service provision on the basis of race, religion, ethnicity, gender, age, or disability is illegal;
- All service providers and agencies have rights and responsibilities related to you and your child. You also have rights and responsibilities toward your child and the agencies that are providing services to your child and family. Ask the agencies and provider to tell you what these are and get them in writing;
- Services and supports need to be provided in your community so that you and your family can be involved in your child's treatment plan;
- You can choose service providers that respect and value your language, culture, and spiritual beliefs;
- You can refuse any service offered to you and your family without being penalized. Get help from the Idaho Federation of Families or other family advocates if you are penalized for making a legitimate complaint or refusing services that you feel could harm your child or family;
- Responsible agencies and providers will notify you before they change or stop providing any services. Ask for a written notice and explanation of the change if you are not given one; and
- You have the right to review your child's and family's records and files at any time. You may have to make the request in writing. Ask each agency what their policies are.

### **What to Ask:**

- What steps (papers or application, records, etc.) do I need to take in order to apply for services for my child and family?
- How do I review and get copies of my child's and family's records?

- 
- How is my child and family's privacy protected, and who has access to confidential information and records?
  - How do I get help in exercising my rights, especially if I want to file a complaint?

## **What You Can Expect:**

- Expect to be a full partner in all aspects of planning, implementation and evaluation of services for your child and family;
- Expect to be treated with courtesy, consideration and respect;
- Schools, agencies and other providers will give you a guide that explains all of your rights. The guide should be in a language that you can understand. If you need further explanation or help in understanding these rights, don't hesitate to ask for it;
- You will be asked to sign various forms and papers. These may be for release of information, financial paperwork and/or applications for service. Make sure that you carefully read everything that you sign. If you don't understand something, make sure that you ask for a clear explanation BEFORE you sign;
- You will be told what confidential information will be disclosed to others and under what circumstances. Make sure that you closely review all information before giving permission for anything to be released to any agency, provider or school; and
- You can exercise any and all of your rights without punishment in any form. If you experience negative consequences, contact the Idaho Federation of Families or other organized advocacy groups to help resolve the matter.

## **What You Can Do:**

- Get to know and understand your rights and all the terms and conditions that apply to the services your child and family use;
- Read everything carefully. Be sure that you understand and fully

---

agree to everything before you commit to, or sign anything;

- Remember that although you may be under a lot of stress, you are the expert on your child and family, and are your child's most effective advocate. Listen to the advice of others on the Planning team, but ultimately you must decide what will be best for your child and family, what services you want, where and how often you want them delivered and by whom;
- Resolve disputes promptly. If you feel that you need help with dispute resolution, ask the Idaho Federation of Families or another family or advocacy organization for help;
- Keep a detailed record of all transactions that relate to your child and family's services. This may include a telephone call log, school records, treatment plans, etc. In the long run, it will save you time and energy; and
- If you have any questions or concerns, seek help from the Idaho Federation of Families for Children's Mental Health or other advocacy organizations who understand the rules, rights and responsibilities and who have experience working with the agencies and providers that may be working with you and your family.

## **Services Available from the Federation**

**The Idaho Federation of Families Will Provide, Free of Charge:**

- **Parent Support**
  - Support groups throughout Idaho
  - Opportunities to help other families through parent to parent support
  - Assistance from a family support specialist
- **Youth Influence**
  - Youth peer support groups
  - Statewide youth council
  - Education/Information
  - Youth consults/presenters
  - Youth activities and topical programs
  - Advocacy

- 
- Sibling workshops
  - **Advocacy**
    - Assistance for parents and families as they navigate the children's mental health system
    - IEP assistance and support for families
    - Support for the rights of children and families dealing with mental health issues
  - **Educational Opportunities**
    - National conference attendance opportunities
    - Youth trainings
    - Local trainings in all Idaho communities
  - **Resources & Referral**
    - Family Support Specialists available to assist parents and families throughout the state
    - Library of free information, including on-line definitions and resource links
    - Referrals to other organizations and agencies in your area

## **List of Acronyms**

<b>CAFAS</b>	Child Adolescent Functional Assessment Scale
<b>CMH</b>	Children's Mental Health
<b>CMHSA</b>	Children's Mental Health Services Act
<b>DHW</b>	Department of Health and Welfare
<b>DJC</b>	Department of Juvenile Corrections
<b>EPSDT</b>	Early and Periodic Screening Diagnosis and Treatment
<b>FAPE</b>	Free Appropriate Public Education
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individual Education Plan
<b>IFSP</b>	Individualized Family Service Plan
<b>LRE</b>	Least Restrictive Environment
<b>PSR</b>	Psychosocial Rehabilitation Services
<b>RMHA</b>	Regional Mental Health Authority
<b>SDE</b>	State Department of Education
<b>SED</b>	Serious Emotional Disturbance



---

## **AGENCY CONTACTS**

### **State Department of Education**

Division of Student Achievement and Accountability  
P.O. Box 83720  
Boise, ID 83720-0027  
(208) 332-6800  
(800) 377-3529 (TDD)  
[www.sde.state.id.us](http://www.sde.state.id.us)

Dispute Resolution Specialist  
State Department of Education  
Division of Student Achievement and Accountability  
P.O. Box 83720  
Boise, ID 83720-0027  
(208) 332-6912

**Contact the Special Education Director in your district or  
the Principal in your local school for specific information on  
accessing special education services.**

### **Department of Health & Welfare**

Division of Behavioral Health  
P.O. Box 83720, 3<sup>rd</sup> Floor  
Boise, ID 83720-0036  
(208) 332-7399  
[www.healthandwelfare.idaho.gov](http://www.healthandwelfare.idaho.gov)

Idaho System of Care website:  
[www.idahosystemofcare.org](http://www.idahosystemofcare.org)

Family and Community Services  
P.O. Box 83720, 5<sup>th</sup> Floor  
Boise, ID 83720-0036  
(208) 334-5700

## Regional Contacts

<b>Region I</b>	Coeur d'Alene St. Maries Sandpoint Kellogg Bonners Ferry 24-hour emergency number	208-769-1515 208-245-2541 208-265-4523 208-784-1351 208-267-3187 1-888-769-1405
<b>Region II</b>  Lewiston Orofino Moscow Grangeville	Out-of-Area 877-799-4360 877-345-8848 877-345-8850 888-983-0620 <b>Emergencies after business hours, holidays, weekends</b>	Local 208-799-4360 208-476-7449 208-882-0670 208-983-2522 <b>1-866-788-7811</b>
<b>Region III</b>	Caldwell Emmett Nampa Payette <b>24-hour emergency numbers</b>	208-459-0092 208-365-3515 208-465-8452 208-642-6416 <b>208-459-0092 1800-424-0297</b>
<b>Region IV</b> 8:00 am to 5:00 pm	Boise Mountain Home McCall <b>Emergencies after business hours, holidays, weekends</b>	208-334-6800 208-587-9061 208-634-2228 <b>208-334-0808 1-800-660-6474</b>
<b>Region V</b> 8:00 am to 5:00 pm	Twin Falls Bellevue Burley Jerome <b>24-hour emergency number</b>	208-734-4000 208-788-3584 208-678-0974 208-324-8862 <b>208-734-4000</b>

<b>Region VI</b> 8:00 am to 5:00 pm	Pocatello Blackfoot Soda Springs Preston Malad American Falls <b>Emergencies</b> <b>after business</b> <b>hours, holidays,</b> <b>weekends</b>	208-239-6200 208-785-5826 208-547-4317 208-852-0634 208-766-2281 208-226-5186 <b>208-235-5869</b>
<b>Region VII</b> 8:00 am to 5:00 pm	Idaho Falls Salmon Rexburg <b>Emergencies</b> <b>after business</b> <b>hours, holidays,</b> <b>weekends</b>	208-528-5700 208-756-3336 208-359-4751 208-528-5700
Emergency numbers for the following counties: Teton Fremont Madison Clark Jefferson		208-356-9218

## Idaho Federation of Families for Children's Mental Health

1509 S. Robert St., Ste 101  
Boise, ID 83705  
(208) 433-8845  
(800) 905-3436  
[www.idahofederation.org](http://www.idahofederation.org)

## Department of Juvenile Corrections

P.O. Box 83720  
Boise, ID 83720-0285  
(208) 334-5100  
[www.idjc.idaho.gov](http://www.idjc.idaho.gov)

District 1 Liaison	208-769-1449
District 2 Liaison	208-769-1449
District 3 Liaison	208-465-8443
District 4 Liaison	208-334-5100
District 5 Liaison	208-736-4776 or 208-736-4777
District 6 Liaison	208-236-6395
District 7 Liaison	208-236-6395

**Contact our main office and we will put you in contact with a trained family support staff member or volunteer near you.**

## **Sources for Additional Information**

Early Childhood Information Clearinghouse  
Idaho Careline  
(800) 926-2588  
[www.idahochild.org](http://www.idahochild.org)

National Alliance on Mental Illness, Idaho  
P.O. Box 68  
Albion, ID 83311  
(800) 572-9940  
[namiid@atcnet.net](mailto:namiid@atcnet.net)

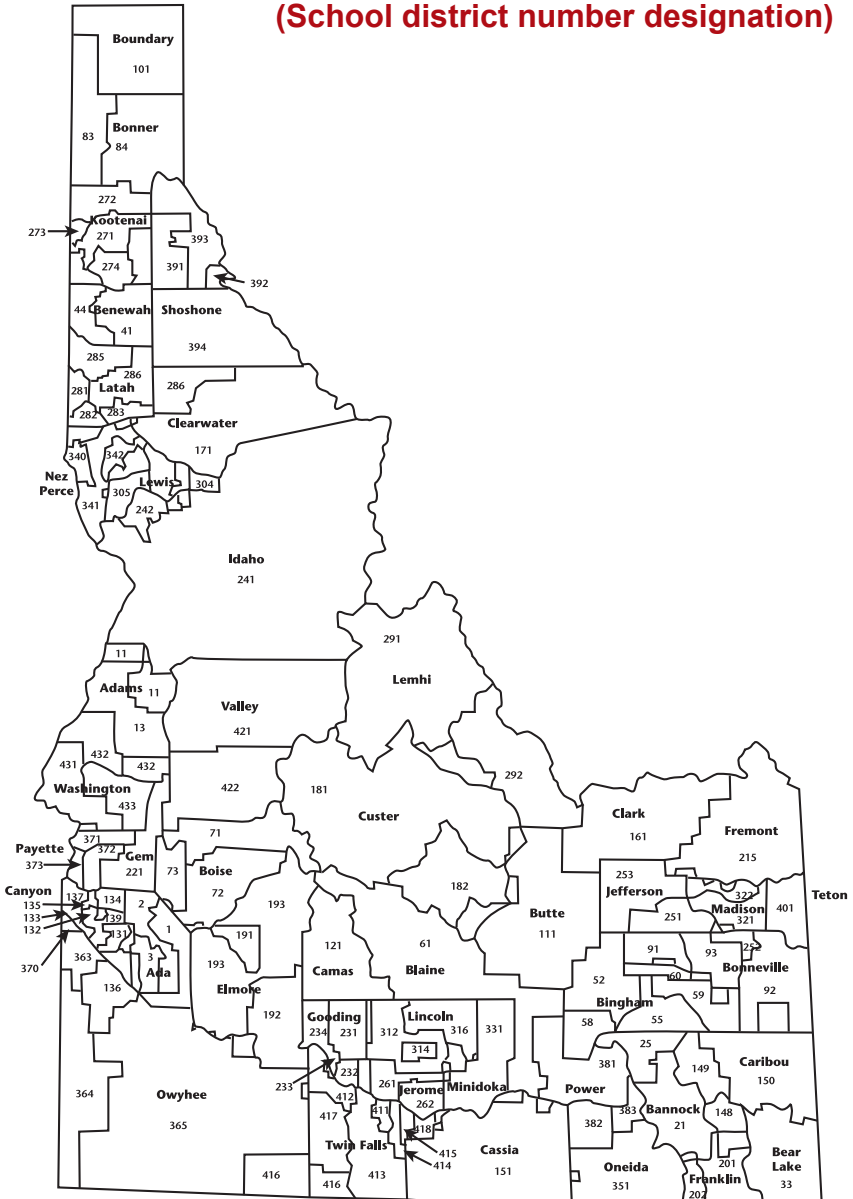
Idaho Parents Unlimited, Inc.  
600 N. Curtis Rd., Ste 145  
Boise, ID 83706  
(208) 342-5884 (V/TDD)  
(800) 242-IPUL (4785)

Comprehensive Advocacy (CoAd)  
4477 Emerald St., Ste B-100  
Boise, ID 83706  
(208) 336-5353 (V/TDD)  
(866) 262-3462

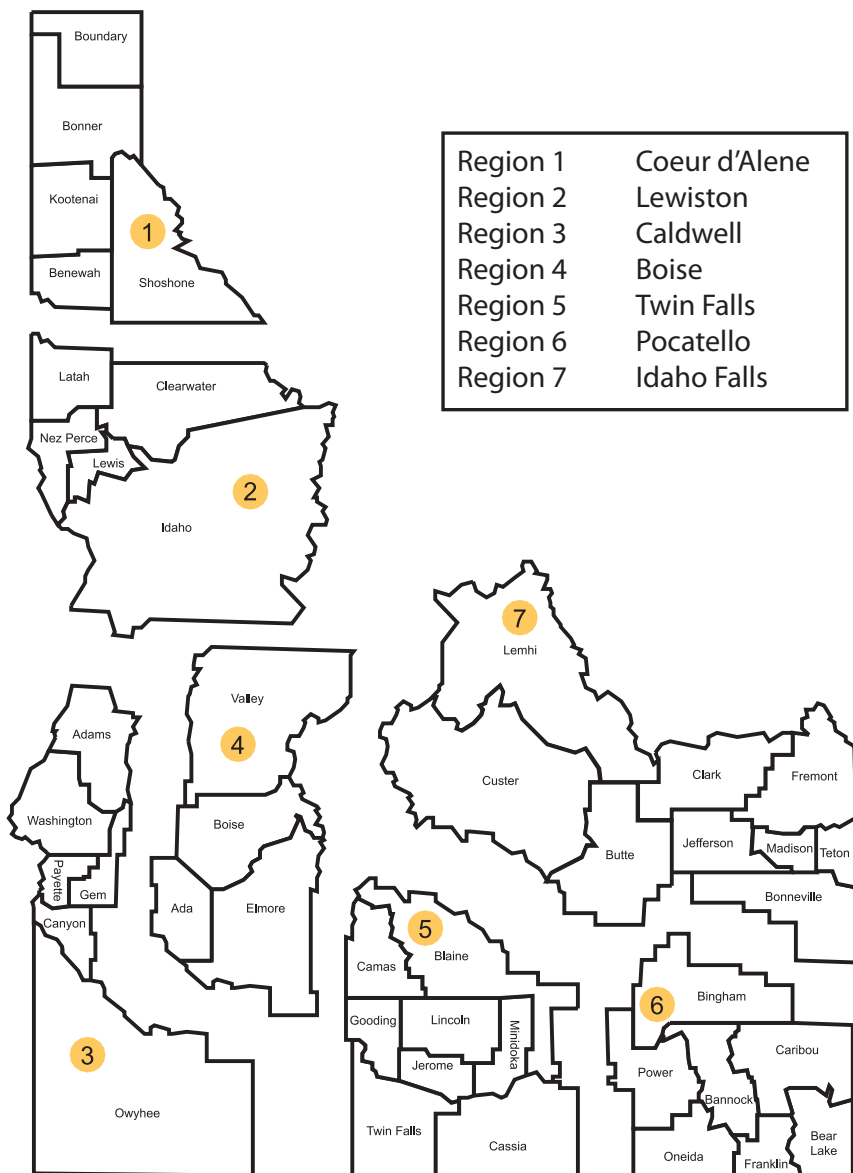
**Contents of this publication were provided by each individual agency or organization and are the sole responsibility of that agency/organization.**

# Idaho Counties and Public School Districts

(School district number designation)

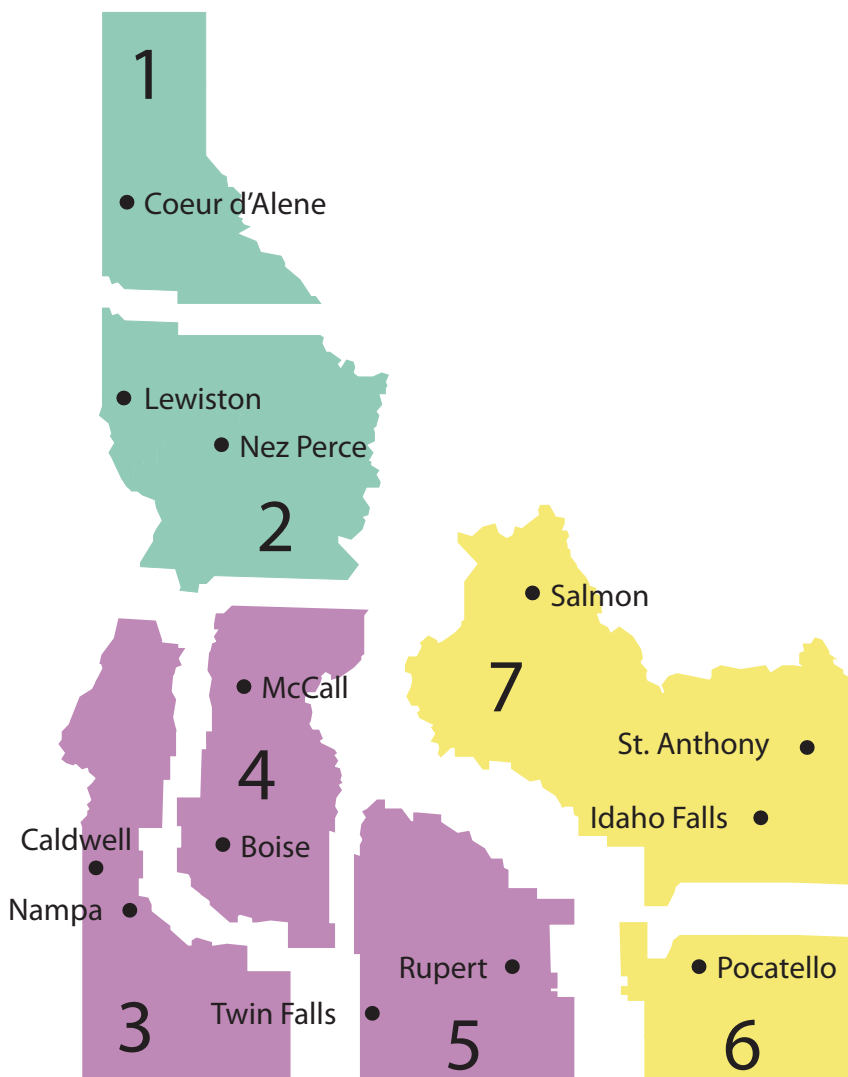


## Health and Welfare Regional Service Centers



---

## Department of Juvenile Corrections Service Districts



---

## Children's Mental Health Services



*A Parent's Guide*

Costs associated with this publication are available  
from the Idaho Department of Health and Welfare.  
IDHW-5,000-9/07-39202